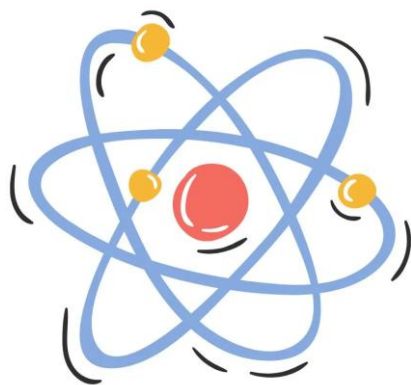




ISSN: 1672 - 6553

JOURNAL OF DYNAMICS AND CONTROL

VOLUME 10 ISSUE 06: P63-72

THE RELATIONSHIP BETWEEN INTERNAL RESOURCEFULNESS AND PSYCHOLOGICAL COUNSELORS' COMPETENCE

Sampreeti Das¹, Dr. Chandita
Baruah²

¹Research Scholar, ²Assistant Professor and
Head, Department of Psychology, Assam Don
Bosco University, Guwahati-782402 Assam,
India

THE RELATIONSHIP BETWEEN INTERNAL RESOURCEFULNESS AND PSYCHOLOGICAL COUNSELORS' COMPETENCE

Sampreeti Das^{*1}, Dr. Chandita Baruah²

¹Research Scholar, ²Assistant Professor and Head,
Department of Psychology, Assam Don Bosco University,
Guwahati-782402 Assam, India

sampreeti1991@gmail.com, chandita.baruah@dbuniversity.ac.in

^{*}Corresponding Author

Abstract: The present study aims to explore the relationship between Psychological Capital (PsyCap) and Counseling Self-Efficacy (CSE) among counselors practicing in India. The study uses a quantitative approach and descriptive method. Data was collected from 141 counselors using the 12 items Psychological Capital Questionnaire Self-Rater Short Form (PCQ-12) to measure PsyCap and Counselor Activity Self Efficacy Scales (CASES) to measure CSE. Relationship between Global score for CASES and facet score for PsyCap on Hope, Efficacy, Resilience and Optimism was analyzed using SPSS. Stepwise regression analysis revealed that Efficacy and Optimism significantly predicted CSE. It can be concluded that PsyCap is an essential element of counselors' functionality at work with regard to their CSE development. The study has practical implications on training and education of psychological counselors for enhanced PsyCap which can contribute to their CSE growth.

Keywords: psychological capital, counseling self-efficacy, counseling skills, counselor competence

1. Background of the Study

Leadership among psychological counselors stands in need of ethics and justice [1]. Through ethical leadership counselors can deliver their knowledge and skills [2], [3]. Their competence in this regard is influenced by their levels of Psychological Capital (PsyCap) [2], [3]. PsyCap can contribute to counselors' perception of challenges as achievable which in turn can contribute to their engagement at work [4]. Repeatedly added positive outcomes at work can help build counselor competence increasing Counseling Self-Efficacy (CSE) [5], [6].

1.1 PsyCap and CSE

PsyCap is characterized by the presence of hope, efficacy, resilience and optimism [7], [8]. In a sense, PsyCap can boost positive leadership [2], [9], [10], [11]. Counselors can learn to develop their PsyCap through vicarious learning and modeling, indicating the importance of measures for PsyCap growth among counselors during training [12]. It can ensure development of positive organisational attitudes and increase employee engagement [4], [12], [13]. Through positive organisational experiences, counselors can improve their belief in themselves to carry out counseling duties effectively [6]. This strengthened belief, also known as counselors' Counselling Self-Efficacy (CSE) can indicate their competence levels. Larson and Daniels define CSE as self-appraisals of a counselor about her or his capabilities to effectively counsel a client in the near future [5]. Higher CSE suggests high competence in counselling knowledge and skills and catering to challenges in counselling [6], [14], [15]. The ultimate goal is to increase CSE levels of counselors and identify factors that contribute to this growth, to build an efficient mental health counselling force [16].

2. Literature Review

2.1 Social Cognitive Model of Counselor Training

The Social Cognitive Model of Counselor Training (SCMCT) by Larson, derives concepts from Bandura's Social Cognitive Theory and applies it as a skill and knowledge integration approach to train counselors [17]. The model emphasizes on considering a feminist paradigm to counselor training where counselors' internal and external contexts in counselling aptitude development are brought under the limelight to be explored and dealt with [16]. While engaging as a trainee, counselors develop a belief in themselves as agents of change with each success in perceived challenging situations [16], [17]. This belief, labelled as CSE, attains a central position in the SCMCT [16], [17], [18]. Efficacy beliefs, hopefulness regarding counselling outcomes, resilience while facing challenges and an optimistic outlook can contribute to strong CSE [17]. For optimal counselor performance it is required that CSE is high and the task is perceived as moderately challenging and moderately anxiety provoking [16], [17].

2.2 Psychological Capital

To help with perception of tasks as moderately challenging, internal resources like PsyCap may be extremely helpful alongside a range of other contributing factors [19]. PsyCap was formally defined by Luthans, Youssef, and Avolio as an individual's positive psychological state of development characterized by Hope, Efficacy, Resilience and Optimism (HERO) [20]. This framework extends the traditional view of psychological capital beyond mere traits to a dynamic and malleable resource. PsyCap has been found to improve various outcomes, including job performance across different industries and cultural contexts [21].

2.3 Interaction between PsyCap and CSE

PsyCap is a positive psychological state encompassing personal resources such as hope, efficacy, resilience, and optimism [7]. It is a positive organisational behavior [9]. It consists of hope, efficacy, resilience and optimism [7], [8]. PsyCap enables counselors to experience positive perceptions regarding their work [4], [22]. Through positive experiences counselors are encouraged to mold these into further learning, in turn enhancing their competency [23], [24]. It can boost counselors as transformational leaders [25]. When counselors perceive challenges as positive and learn from them, they tend to perform as better able leaders in advocating equity [6]. Increased proficiency and utilisation of skills and ethical practice indicates counselors with higher self-efficacy [15].

Presence of boosters of self-efficacy like knowledge, modelling, feedback, etc. can help counselors' growing needs to overcome challenges at practice [26]. Counselors' counseling self-efficacy (CSE) can be defined as "one's beliefs or judgments about their capabilities to effectively counsel a client in the near future" [5]. These forethoughts can well represent counsellor competence [5], [14], [27], [28], [29]. It serves as a major component in molding experiences into further learning to enhance counseling skills [23], [24], [27]. It can predict the effectiveness of counselors as professionals [14], [30], [31]. Counselors with higher self-efficacy tend to have higher proficiency in skills and ethical practice [15]. Counselors' self-efficacy can improve their ethical competence [6]. Positive experiences in initiating mental health services could increase counselors' ability to deal with multicultural environments [6].

Internal resources like hope, resilience and optimism motivate counselors at times when counselors experience negative state traits like fear, ill preparedness, anxiety related to counselling challenges [26]. For example, supportive environmental factors like

collaborative effort in counseling practice promotes positive service outcome, increased counselor self-efficacy and lowered negative job attitude [32].

Counselors require both workplace coping and professional development skills. Workplace coping ability of counselors may indicate their level of competence. Understanding Psycap and CSE levels and Psycap's relation with CSE among counselors in India may help draw perspectives on the current scenario and future requirements to train counselors as effective ethical leaders.

2.4 Rationale of the study

Many factors contribute to counselors' service effectiveness as ethical community leaders. Two such factors are counselor competence and coping in contexts of challenge and ethical dilemma. While counselors' competence represents counselors' level of skills and knowledge [33], coping skills include their internal psychological resources like resilience [19], [34]. One way of scaling counselor competence is to measure their counseling self-efficacy (CSE) levels [5], [33]. CSE is a subjective measure of counselor competence and it enables counselors to mold counseling related experiences into professional development [33]. It can be hampered by adversities in training and practice [19]. In such contexts their positive, internal psychological resources help mitigate the negative experiences. Psychological Capital (PsyCap), is a term predominantly explored to understand dealing with adversities at work [34]. Counselors with high PsyCap may also have high CSE across various settings of practice ranging from low to high levels of adversities [19].

Challenges to counseling practice in India include stigma towards mental health [35], lack of awareness and systemic support and lack of standards for training and practice [36], [37], [38]. Understanding the PsyCap and CSE dynamics among Indian counselors may help identify factors to increase both CSE and PsyCap among them. Therefore, the current study aims to explore the relation between factors of PsyCap and CSE among psychological counselors in India.

2.5 Objectives

1. To explore the levels of Hope, Efficacy, Resilience and Optimism among psychological counselors in India.
2. To explore the level of CSE among psychological counselors in India.
3. To explore if factors of PsyCap- Hope, Efficacy, Resilience and Optimism significantly predict CSE among psychological counselors in India.

3. Methodology

3.1 Sample

Data was collected from 178 psychological counselors working in various government and private sectors in India who had a minimum one-year experience, training in counseling, no international training received and were not freelancers. The sampling method used was snowball sampling.

3.2 Design

The study uses a descriptive survey method with a quantitative approach and cross-sectional design. The tools were converted to a Google form which was distributed through various electronic mediums using snowball sampling. Data was tested for normality post which data analysis was done using SPSS.

3.3 Tools

Counselor Activity Self Efficacy Scales (CASES): CSE was measured using Counselor Activity Self Efficacy Scales (CASES) across three dimensions- helping skills, session management and counselling challenges [28]. Scoring was done as per the manual, indicating higher the global scores, higher is the level of the attribute for the participant. The global score ranges from 0 to 369.

Psychological Capital Questionnaire (PCQ-12) Self-Rater Short Form: PsyCap was measured Psychological Capital Questionnaire (PCQ-12) across four sub scales- Hope, Optimism, Self-Efficacy and Resilience [7]. Scoring involves calculating the mean of scores for each item. Global score is the average of all scores. The resultant score represent the positive facet or global PsyCap level of the participant. The facet and global scores range from from 1 to 6.

4. Result

Statistical analysis was carried out using SPSS. After conducting the assumptions of normality test, 37 data were identified as extreme outliers and removed based on box plot analysis resulting in the retention of a dataset of 141 data fulfilling normality, linearity and homoscedasticity assumptions for further analysis. Pearson r was administered following which linear regression analysis was done to see to what level each PsyCap sub dimension predicted CSE. A significance level of .05 was used to reject the null hypotheses of the study.

4.1 Socio-demographic characteristics

Socio-demographic characteristics of the participants included their employment sector, type of organisation and education and training. The table below shows the distribution of the sample based on these characteristics.

Table 1. Socio-demographic details

Characteristics	Frequency	Frequency %
Employment sector		
State Government	34	24.1
Central Government	39	48.2
Private	68	27.7
Type of organisation		
Clinical	36	25.5
Educational	87	61.7
Corporate	10	7.1
Other (NGOs)	08	5.7
Education and Training		
Post-Graduation in any discipline of Psychology	21	14.9
Post-Graduation any discipline of Psychology with Field Work	19	13.5
Post-Graduation any discipline of Psychology with diploma or certificate training in counselling or psychotherapy	44	31.2
Post-Graduation in any discipline of Psychology with Field Work and diploma or certificate training in counselling or psychotherapy	42	29.8

Others (Only diploma or certificate training in counselling or psychotherapy)	15	10.6
<i>Note, N= 141 (n=141 for each characteristic). Participants on an average had 4.6 years of experience (SD=4.01).</i>		

Table 1 shows the socio-demographic frequency distribution of the sample population based on Employment sector, Type of organisation and Education and Training. 24.1 % participants were employed in the State Government sector, 48.2 % in the Central Government sector and 27.7 % in the Private sector. Counselors employed in the Central Government sector constituted majority of the participants. 25.5 % worked in clinical settings, 61.7 % in educational settings, 7.1 % in corporate settings and 5.7 % in other settings like Non-Governmental Organisations (NGOs). Majority of the participants were working in educational settings. The table also shows that 14.9 % were education with a Post Graduate Degree in any discipline of Psychology only and 13.5 % had a Post-Graduation any discipline of Psychology with Field Work. 31.2 % participants had Post-Graduation in any discipline of Psychology with diploma or certificate training in counselling or psychotherapy and 29.8 % had Post-Graduation with Field Work and diploma or certificate training in counselling or psychotherapy. 10.6 % had only diploma or certificate training in counselling or psychotherapy. It can be observed that majority of the participants had a Post-Graduation in any discipline of Psychology without field work but pursued additional training later. These statistics indicates the existence of counselors who had limited training in actual settings during their post-graduation training programs. However, it is also noticeable that diploma or certificate counsellor training programs are available to aid counselors in preparing for practice.

4.2 Descriptive Statistics

Descriptive analysis of the data was performed on global score of CASES and facet score of sub-dimensions of PCQ-12- Hope, Efficacy, Resilience and Optimism. Table 2 shows the Mean, Standard Deviation and Normality analysis for the data.

Table 2. Descriptive Statistics

	Range	Minimum	Maximum	M	SD	Skewness	Kurtosis
CASES (CSE)	263	97	360	265.25	52.59	-.444	-.186
Hope	3.5	2.5	6	4.69	.81	-.545	-.025
Efficacy	5	1	6	4.87	.93	-1.03	-1.55
Resilience	4.67	1.33	6	4.31	.93	-.236	-.263
Optimism	4.5	1.5	6	4.70	.90	-.424	-.133

Note. N=141. M and SD represents Mean and Standard Deviation respectively.

Table 2 shows the descriptive statistics for the variables of the study. The skewness and kurtosis scores indicate that the data is normally distributed. The CASES scale scoring ranges from 0 to 369 and higher score means high levels of CSE. The participants on an average scored high in CASES ($M=265.25$, $SD=52.59$), indicating higher levels of CSE among the participants. Scores for PsyCap ranges from 1 to 6 per facet. For the present sample population, Hope ($M=4.69$, $SD=.81$), Efficacy ($M=4.87$, $SD=.93$), Resilience ($M=4.31$, $SD=.93$) and Optimism ($M=4.70$, $SD=.90$) on an average shows higher scores among the participants.

4.3 Reliability Analysis

CASES was found to be highly reliable (41 items; $\alpha = .95$). The subscales of PsyCap Hope (4 items; $\alpha = .79$), Efficacy (3 items; $\alpha = .82$), Resilience (3 items; $\alpha = .62$) and Optimism (2 items; $\alpha = .71$) were also found to yield moderate to high reliability.

4.4 Correlation

Pearson r was conducted to investigate in facets of PCQ-12- Hope, Efficacy, Resilience and Optimism significantly correlates with global score for CSE. Table 3 below reveals the correlation coefficients and significance for the variables of the study.

Table 3. Pearson Correlation for study variables

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	1	2	3	4	5
1. CASES (CSE)	141	265.25	50.60	—				
2. Hope	141	4.69	.81	.419**				
3. Efficacy	141	4.87	.93	.521**	.673**			
4. Resilience	141	4.31	.93	.366**	.421**	.361**	-	
5. Optimism	141	4.70	.90	.476**	.639**	.569**	.416**	-
* $p < .05$. ** $p < .01$.								

Table 3 shows the Pearson correlation among the global score for CASES which indicates CSE levels and facets of PsyCap- Hope, Efficacy, Resilience and Optimism. Hope and CSE were significantly correlated, $r = .42$, $p < .01$. Efficacy and CSE were also significantly correlated, $r = .52$, $p < .01$. For Resilience and CSE a significantly correlation, $r = .37$, $p < .01$, was found. Optimism and CSE were also found to be significantly correlated, $r = .48$, $p < .01$. It can be observed that the variables of PsyCap have moderate, positive and significant correlation with CSE.

4.5 Regression Analysis

Stepwise multiple regression analysis was done to examine of facets of PCQ-12- Hope, Efficacy, Resilience and Optimism significantly predicted global CSE scores. The results are presented in Table 4 below.

Table 4. Stepwise Regression Analysis: CSE, Hope, Efficacy, Resilience and Optimism

Model		B	SE	β	t	p	95.0% CI
1	(Constant)	123.64	20.11		6.15	.000	[83.89, 163.41]
	Efficacy	29.16	4.06	.52	7.19	.000	[21.14, 37.18]
2	(Constant)	92.21	21.96		4.19	.000	[48.79, 135.62]
	Efficacy	20.67	4.78	.37	4.32	.000	[11.21- 30.13]
	Optimism	15.46	4.96	.27	3.12	.002	[5.66- 25.25]
Note, Model predictors: Hope, Resilience, Optimism and Model predictors: Hope, Resilience were excluded by the analysis. Model 1, $R^2 = .27$ ($p < .05$). Model 2, $R^2 = .32$ ($p < .05$)							

Stepwise regression analysis was used to test if the variables Hope, Efficacy, Resilience and Optimism significantly predicted participants' level of CSE. The results of the analysis indicated that Efficacy explained 27% of the variance ($R^2 = .27$, $F(1,139) = 51.71$, $p < .05$). Efficacy and Optimism combined explained 32% of the variance ($R^2 = .32$, $F(2,138) = 32.34$, $p < .05$).

6. Discussion

The aim of the present study was to explore in facets of PsyCap- Hope, Efficacy, Resilience and Optimism predicted CSE. Data was collected from 178 counselors working in India. 141 data were retained fulfilling assumptions for Regression analysis. Tools used were PCQ-12 to measure PsyCap and CASES to measure CSE. Results indicated that participants presented high levels of CSE and PsyCap. Efficacy and Optimism significantly predicted CSE.

All sub dimensions of PsyCap- Hope ($M=4.69$, $SD=.81$), Efficacy ($M=4.87$, $SD=.93$), Resilience ($M=4.31$, $SD=.93$) and Optimism ($M=4.70$, $SD=.90$) were found to be reported as high among the participants of the study as shown in Table 2. Counselors in India may enter practice with minimum training and experience fear, negative emotional states and negative perception towards organization as a result [36], [37], [38]. These internal resources can motivate counselors through such aversions and counselling challenges [26]. PsyCap is likely to help develop positive perceptions regarding work [26, 37] and effective leadership qualities [25]. Perceiving challenges with hope and optimism can encourage them to learn from them and perform as better able leaders in counselling and advocating equity [5]. As they continue getting exposed to positive experiences in providing mental health services it can increase counselors' ability to deal with diverse, taxing settings [6], [23], [24].

Participants of the present study scored high on CSE ($M=265.25$, $SD=52.59$) as indicated in Table 2. In light of the present findings, we can conclude that the participants report higher competency in counselling skills and management of the counselling process [5], [14], [28], [29]. Higher CSE indicates the tendency of counselors to integrate counselling related experiences into enhancing counseling skills [23], [24], [27]. Counselors with high CSE are potentially effectiveness in service with higher proficiency in skills and ethical practice [6], [14], [15], [30], [31]. Higher efficacy levels of counselors can also contribute to leadership growth [39].

As can be seen in Table 3 the facets of PCQ-24- Hope ($r = .42$, $p < .01$), Efficacy ($r = .52$, $p < .01$), Resilience ($r = .37$, $p < .01$) and Optimism ($r = .48$, $p < .01$) were found to have significantly positive correlations to CSE with a moderate strength. Stepwise regression analysis revealed that Efficacy explained 27% of the variance ($R^2=.27$, $F(1,139)=51.71$, $p<.05$) and Efficacy and Optimism combined explained 32% of the variance ($R^2=.32$, $F(2,138)=32.34$, $p<.05$) as shown in Table 4. PsyCap has been extensively found to contribute to coping abilities with challenges at work [34]. High PsyCap has also been assumed to contribute to increase in CSE among psychological counselors [19]. Counselors' general belief in themselves, self-efficacy, can scaffold their growing belief in their counseling competence [40], [41]. We can infer that self-efficacy induced in general can also increase CSE [40], [41]. It can motivate them to consider that their actions can generate benefits and tackle barriers [42]. This cognitive process tends to unfold a positive interpretation of reality, optimism, seeing opportunities for growth [40], [42]. One's self efficacy level leads them to believe in a particular set of behavior they will be able to undertake, which will most likely direct them towards a particular outcome achievement [41], [43]. This likelihood of one seeing a particular outcome as positive to succeed in, can be said as dependent on efficacy beliefs [41], [43], [44], [45]. Thus, the explanation for optimism as a significant predictor of CSE can be based on evidence for the forethoughts and their connection to expected outcomes [41], [43], [44], [45], [46].

The results of the present study can strongly imply towards training counselors for higher perceived CSE through growth in factors like Hope, Efficacy, Resilience and Optimism. This can improve service quality and reduce perception of challenging experiences as negative. Internal state resources, which are individual in nature, can significantly help in building self-efficacy levels of counselors, indicating higher competence perception. Counselor training and education programs can construct training and practice guidelines allied to the results of this study.

6.1 Limitations

Some limitations of the present study include the unequal distribution of the sample population across, employment sector, type of organisation and education and training. Longitudinal studies in future can fill the gap for understanding how counselors grow in CSE and PsyCap levels. Consideration of other factors affecting CSE levels, which couldn't be covered in the present study, can also yield essential implications for counselor training and practice in India. Designing training programs involving theory, practicum and clinical supervision to develop counselor competency can be another direction for future. Future research can also focus of developing ethical training, practice and pay standards targeting policy implementation to improve the scenario of counselling psychology in India.

6.2 Conclusion

The present study concludes that PsyCap helps in development of positive attitude towards work, perceive challenges as manageable and guides towards productive behavior [42]. Results indicate that PsyCap has significant positive correlation with CSE. Efficacy and Hope were significant predictors of CSE. The results can have implications regarding upgrading of existing counselor training programs in India to build counselors' positive internal resources and CSE. Inferences can also be drawn towards implementation of a supportive and collaborative environment for counselors at workplace.

Acknowledgements

I would like to express my heartfelt gratitude to my supervisor Dr. Chandita Baruah for her valuable guidance throughout my research. I will always remain indebted to her incredible support in the completion of my work.

I would also like to extend my gratitude to all experts researching in the domain of PsyCap among counselors. Without their insights, this research would not have been possible.

I express my thankfulness to the Assam Don Bosco University for the provision of constant support and encouragement.

Finally, I thank my family and friends for their patience and belief in my abilities, even during challenging times.

REFERENCES

- [1] E. M. Shell, "School Counselors as Leaders for Social Justice and Equity.," *Taboo J. Cult. Educ.*, vol. 20, no. 2, (2021).
- [2] A. K. Goswami and R. K. Agrawal, "It's a knowledge centric world! Does ethical leadership promote knowledge sharing and knowledge creation? Psychological capital as mediator and shared goals as moderator," *J. Knowl. Manag.*, vol. 27, no. 3, (2023), pp. 584–612.
- [3] S. Karimi, F. Ahmadi Malek, A. Yaghoubi Farani, and G. Liobikienė, "The Role of Transformational Leadership in Developing Innovative Work Behaviors: The Mediating Role of Employees' Psychological Capital.," *Sustainability*, vol. 15, no. 2, (2023).
- [4] S. Loghman, M. Quinn, S. Dawkins, M. Woods, S. Om Sharma, and J. Scott, "A Comprehensive Meta-Analyses of the Nomological Network of Psychological Capital (PsyCap).," *J. Leadersh. Organ. Stud.*, vol. 30, no. 1, (2023), pp. 108–128.
- [5] L. M. Larson and J. A. Daniels, "Review of the Counseling Self-Efficacy Literature.," *Couns. Psychol.*, vol. 26, no. 2, (1998) pp. 179–218.
- [6] M. Aydogan, J. McGlothlin, and M. Jencius, "The relationship of self-efficacy, self-advocacy and multicultural counselling competency of school counsellors: A structural equation model.," *J. Psychol. Couns. Sch.*, vol. 34, no. 1, (2024), pp. 50–62.
- [7] F. Luthans, Avolio Bruce J., J. B. Avey, and S. M. Norman, "Positive psychological capital: measurement and relationship with performance and satisfaction.," *Leadersh. Inst. Fac. Publ.*, vol. 60, (2007), pp. 541–572.
- [8] F. Luthans, B. J. Avolio, J. B. Avey, and S. M. Norman, "Psychological capital: A positive resource for combating stress and improving performance," *Hum. Resour. Manage.*, vol. 46, no. 3, (2007), pp. 543–559.

- [9] F. Luthans and C. M. Youssef-Morgan, "Psychological capital: An evidence-based positive approach.," *Annu. Rev. Organ. Psychol. Organ. Behav.*, vol. 4, no. 1, (2017), pp. 339–366.
- [10] S.-R. Toor and G. Ofori, "Role of psychological capital (PsyCap) in leadership effectiveness.," in *Transformation through construction*, Dubai, United Arab Emirates (2008).
- [11] M. Yazdanshenas and M. Mirzaei, "Leadership integrity and employees' success: role of ethical leadership, psychological capital, and psychological empowerment.," *Int. J. Ethics Syst.*, vol. 39, no. 4, (2023) pp. 761–780.
- [12] M. Gojny-Zbierowska, "When there is no justice, we need an old HERO. The trickle-down effect of psychological capital: the moderating role of organizational justice and leaders' age.," *Front. Psychol.*, vol. 15, (2024).
- [13] R. Singh, P. Sihag, and A. Dhoopar, "Role of resilient leadership and psychological capital in employee engagement with special reference to COVID-19.," *Int. J. Organ. Anal.*, vol. 31, no. 1, (2023), pp. 232–252.
- [14] X. Li, J. J. Carney, and F. Li, "Therapist self-efficacy developmental profiles, supervisory working alliance, and client outcome: A growth mixture analysis.," *J. Couns. Psychol.*, vol. 70, no. 5, (2023) pp. 548–561.
- [15] A. S. Asri, Z. N. Zainudin, S. A. Hassan, N. A. Ahmad, and Y. M. Yusop, "Influence of E-counselling Skills, Ethics, and Limitations on Counselling Self-Efficacy among Ecounsellors in Malaysia.," *J. Institutional Res. South East Asia*, vol. 22, no. 1, (2024) pp. 302–327.
- [16] E. A. Kincade, "The Social Cognitive Model of Counselor Training.," *Couns. Psychol.*, vol. 26, no. 2, (1998), pp. 307–316.
- [17] L. M. Larson, "The SCMCT Making it to 'the Show,'" *Couns. Psychol.*, vol. 26, no. 2, (1998), pp. 324–341.
- [18] C. D. Stoltenberg, "A Social Cognitive -and Developmental-Model of Counselor Training.," *Couns. Psychol.*, vol. 26, no. 2, (1998), pp. 317–323.
- [19] R. Aliyev and E. Tunc, "Self-efficacy in counseling: The role of organizational psychological capital, job satisfaction, and burnout.," *Procedia-Soc. Behav. Sci.*, vol. 190, (2015), pp. 97–105.
- [20] F. Luthans, B. J. Avolio, and C. M. Youssef, "The Psychological Capital of the United States Workforce.," *J. Leadersh. Organ. Stud.*, no. 1, (2007), pp. 45–69.
- [21] F. Luthans and C. M. Youssef, "Human, social, and now positive psychological capital management: Investing in people for competitive advantage.," *Organ. Dyn.*, vol. 33, no. 2, (2004), pp. 143–160.
- [22] T. A. Shah, Z. A. Parray, and S. ul Islam, "The empirical relationship between transformational leadership and job attitudes: mediating role of psychological capital – a study of healthcare in India.," *Int. J. Public Leadersh.*, vol. 19, no. 1, (2023), pp. 45–63.
- [23] S. Y. Leung, "How Supervisors Describe the Development of Competence in Trainee School Counselors," *Doctoral Dissertation*, Walden University, Minnesota, 2023.
- [24] S. Passey, "Counselors' Self-Efficacy Working with Caregivers of Autistic Individuals: A Generic Qualitative Study," *Doctoral dissertation*, Capella University, Minnesota (2023).
- [25] B. R. Williams, "Counselors as Leaders: The Mediating Role of Stress in the Relationship Between Psychological Capital and Transformational Leadership," *Doctoral dissertation*, The University of North Carolina, Greensboro, (2019).
- [26] P. Flasch, Z. D. Bloom, and K. Holladay, "Self-Efficacy of Counselor Trainees in Pre-Practicum: A Phenomenological Study.," *J. Couns. Pract.*, vol. 7, no. 1, (2016).
- [27] K. L. Barnes, "Applying self-efficacy theory to counselor training and supervision: a comparison of two approaches.," *Couns. Educ. Superv.*, vol. 44, no. 1, (2004), pp. 56–59.
- [28] R. W. Lent, C. Hill, and M. A. Hoffman, "Development and validation of the Counselor Activity Self-Efficacy Scales.," *J. Couns. Psychol.*, vol. 50, no. 1, (2003), pp. 97–108.
- [29] J. D. Smith, J. R. Culbreth, and C. P. Flowers, "An exploration of factors contributing to multicultural counseling self-efficacy in addiction counselors.," *J. Addict. Offender Couns.*, vol. 44, no. 1, (2023), pp. 2–15.
- [30] A. Haktanir, "An examination of the individual factors predictive of counseling self efficacy among international counseling students," *Doctoral dissertation*, Kent State University, (2018).
- [31] B. Pamukçu, "The investigation of counseling self efficacy levels of counselor trainees," *Unpublished Master's Thesis*, Middle East Technical University, Türkiye, (2011).
- [32] R. L. Geesa, D. D. Kunce, and A. N. Enyeart, "Exploring school counselor-principal collaboration, self-efficacy, and school climate: A comprehensive review of literature.," *-West. Educ. Res.*, vol. 36, no. 1, (2024).
- [33] A. Haktanir, J. C. Watson, and M. Oliver, "Counselling self-Efficacy beliefs among international counselling students.," *Br. J. Guid. Couns.*, vol. 50, no. 2, (2022), pp. 173–183.
- [34] E. I. I. Al-Mifleh and H. S. Al-Sharah, "The Contribution of Psychological Capital Elements and Emotional Dissonance in Predicting the Psychological Burnout among Counsellors in Jordan.," *J. Educ. Pract.*, vol. 11, no. 12, (2020), pp. 97–109.
- [35] A. Patel, "Influence of Socioeconomic Factors on Mental Health Service Utilization among Urban Dwellers in India.," *Am. J. Health Med. Nurs. Pract.*, vol. 10, no. 2, (2024), pp. 36–48.
- [36] M. Pereira and S. Rekha, "Problems, difficulties and Challenges faced by counselors.," *Int. J. Indian Psychol.*, vol. 4, no. 3, (2017), pp. 65–72.

- [37] E. Thomas and A. M. Dey, "Role of School Counselors and the Factors that Affect their Practice in India.," *J. Sch.-Based Couns. Policy Eval.*, vol. 2, no. 1, (2020). pp. 22–28.
- [38] P. Yadav, "Counseling Psychology in India; Issues and Challenges.," *Indian J. Health Wellbeing*, vol. 8, no. 8, (2017) pp. 918–920.
- [39] T. R. Albert, "Examining the relationship among school counselors' multicultural self-efficacy and leadership practices," *Doctoral dissertation, George Mason University*, (2016).
- [40] T. Burch, "Using Contemplative Pedagogy to Encourage Professional Counselor Identity Development: A Multiple Case Study," *Doctoral dissertation, University of Tennessee*, (2024).
- [41] I. Kirsch "Self-Efficacy, Adaptation, and Adjustment. *The Plenum Series in Social/Clinical Psychology*", Edited J. E. Maddux, Boston: Springer, (1995).
- [42] A. Lipińska-Grobelny and O. Zwardoń-Kuchciak, "Psychometric properties of the Psychological Capital Questionnaire (KKaPsy).," *Curr. Issues Personal. Psychol.*, vol. 11, no. 2, (2022), pp. 162–173.
- [43] D. M. Williams, "Outcome Expectancy and Self-Efficacy: Theoretical Implications of an Unresolved Contradiction.," *Personal. Soc. Psychol. Rev.*, vol. 14, no. 4, (2010), pp. 417–425.
- [44] A. Bandura, "On rectifying the comparative anatomy of perceived control: Comments on Cognates of Personal Control," *Appl. Prev. Psychol.*, vol. 1, (1992), pp. 121–126.
- [45] A. Bandura, *Self-efficacy: The exercise of control*, Edition 1st. New York: W.H. Freeman and Company, (1997).
- [46] G. L. Schwartz, "The Relationship of Supervision Variables to Counseling Self-Efficacy and Outcome Expectations Among Practicing Psychologists," *Doctoral dissertations, Andrews University, Michigan*, (2016).